

SCHOOL REPORT CARD

2002-2003

-Commonwealth of Kentucky-

Woodland Middle School

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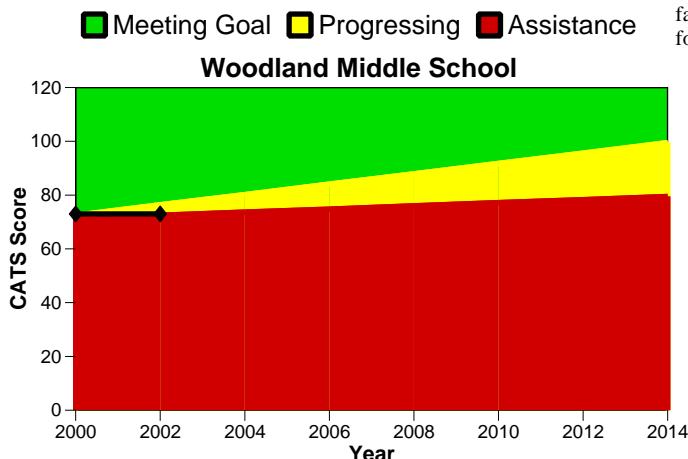


Dear Parents/Guardians:

Here is our school's report card for the 2002-2003 school year. This report card is full of important information, including academic performance, teacher qualifications, our learning environment, and much more. Please take a moment to learn more about our school. For a more detailed look at our school, please contact us to see our Expanded Report Card on file at school, which includes more information than we can provide here.

The School Growth Chart:

To see how we're performing, please take a moment to examine our growth chart. This chart starts with our school's baseline CATS score from 2000. We've drawn a goal line from that starting point to our goal of 100 in 2014. Every two years a new index point will be marked on the chart to show whether we are meeting our goal and earning rewards, progressing but short of our goal, or falling far short of our goal and eligible for state assistance. Over time, these points will form a performance trend line for our school.



Year	Goal Line	Assistance Line	Index
2000	72.5		73
2002	76.4	72.5	73
2004	80.2	73.7	
2006	84.1	74.8	
2008	87.9	76	
2010	91.8	77.2	
2012	95.6	78.3	
2014	99.5	79.5	
Standard Error: 0.5			

About Our School

Woodland Middle School accepts the responsibility to educate and challenge all students in a caring and nurturing environment that assures academic achievement. We believe in lifelong learning. Social well-being and responsible citizenship are worthy goals for our students. We are a learning community. Since education is a partnership with all stakeholders, each group has significant roles in the education of our children. The community must support continued growth and achievement. The students must actively seek solutions by working cooperatively to achieve positive self-esteem and creative expression. The staff must create an atmosphere of high expectations in a nurturing environment while facilitating students efforts to achieve. The Comprehensive School Improvement Plan is divided into two major components (Learning Environment and Academic Performance) and includes five standing committees and content area teams that develop and implement the activities. Our Comprehensive School Improvement Plan is driven by student assessment results. Professional development activities focus on strategies to improve the academic performance of all students, while reducing the percentage of Novice performance. Classroom instruction emphasizes best practices from an aligned curriculum, hands-on activities, real-life applications, and technology.

How Our School Ensures Educational Equity

Classroom instruction and activities guarantee each student the opportunity to participate in content-rich instruction, regardless of race, color, creed, national origin, or gender. All activities focus on giving each student the opportunity to achieve levels of success commensurate with individual efforts to achieve. Combined with content instruction, research-based and data-driven instructional practices such as hands-on activities, real-life applications, technology, and academic rigor for all children guarantee opportunity for success. We are developing specific strategies for improving Reading and Science of lower socio-economic students, as well as Reading strategies for Special Education students. Differentiation strategies are being addressed to challenge the Gifted and Talented segment of our school population. We recognize the need for educational, emotional, and social intelligence in a changing world. The needs of our middle school students form the foundation of our deep commitment to educate the whole child. As our mission states: Woodland Middle School accepts the responsibility to educate and challenge all students in a caring atmosphere that assures academic achievement and further develops social and emotional growth.

School Enrollment (end of year membership 2002-2003): 807

How Our Students Perform

Kentucky uses the Commonwealth Accountability Testing System (CATS) to hold schools accountable for student progress. CATS has three parts: the Kentucky Core Content Tests, the national Comprehensive Test of Basic Skills (CTBS/5), and other measures of the school's performance, including attendance, retention and dropout rates. Together these three elements make up a school's CATS Performance Score for every two-year period.

Kentucky Core Content Tests

Kentucky's tests rate student performance using four categories: Novice, Apprentice, Proficient, and Distinguished. These categories translate into a scale of 0-140, with 100 being considered proficient. The state goal for all schools is 100 by the year 2014. This chart compares our school's performance with all the schools in our district and all the schools in Kentucky.

KCCT Test	Novice			Apprentice			Proficient/Distinguished			Academic Index		
	School	District	State	School	District	State	School	District	State	School	District	State
Reading 7th	9%	8%	12%	26%	29%	31%	65%	63%	57%	85.2	85.1	82.7
Science 7th	21%	23%	29%	44%	42%	37%	35%	35%	34%	71.3	70.7	68.3
Writing 7th	31%	28%	34%	46%	51%	48%	24%	22%	18%	55.5	56.2	51.9
Mathematics 8th	22%	20%	28%	40%	42%	41%	37%	38%	31%	70.7	72.9	65.7
Social Studies 8th	16%	13%	21%	45%	42%	44%	40%	45%	36%	75.6	77.7	70.3
Arts & Humanities 8th	19%	22%	30%	22%	24%	25%	59%	53%	46%	80.9	76.5	69.4
PL/VS 8th	10%	14%	22%	43%	40%	40%	47%	46%	38%	81	77.4	70

The goal is that by 2014 nearly all students will score proficient or distinguished.

National Norm Referenced Test

The national norm referenced test used in Kentucky, the CTBS/5, allows us to compare our students' performance with the performance of students across the country. These scores are reported in percentiles. A percentile of 60 would show that the average student in our school scored equal to or better than 60 percent of all students who took the test.

National Norm Referenced Test (CTBS/5)	School	District	State	Nation
6th Grade Reading	57%ile	58%ile	56%ile	50%ile
6th Grade Language Arts	53%ile	54%ile	52%ile	50%ile
6th Grade Mathematics	60%ile	61%ile	54%ile	50%ile

Other Measures

The final component of CATS is our school's performance in Attendance, Retention, Dropout and Transition to Adult Life, where appropriate. (The Retention Rate is the percent of students who were not academically ready to go on to the next grade and had to repeat the grade.) Data in these tables reflect our performance during the 2001-2002 school year.

	Attendance Rate	Retention Rate	Dropout Rate
School	95.6%	0.1%	0%
District	95.7%	2.3%	1.7%
State	94.4%	3.6%	2.6%

State Contest Results: Academic/Speech, Band, Chorus, and Orchestra

Instrumental Music had three students participate in the Northern Kentucky Junior High Select Band competition. Eight students received a Proficient rating at the Solo and Ensemble performances. The 8th grade band received a Distinguished rating at the Northern Kentucky Concert Band Festival. Five student vocalists received a Distinguished rating at the KMEA Solo and Ensemble competition.

Teacher Qualifications

This chart shows the level of teacher certification, continuing education, and classroom experience of our teachers. These numbers do not include our administrators, guidance counselors, or library media specialists. Please bear in mind that teachers may be fully certified and yet not possess a formal major or minor in the subjects they are teaching. Upon request, our district will provide information about the qualifications of your child's teachers and teachers' aides.

	Sch.	Dist.	State
% of Classes Taught by Teachers Certified for Subject and Grade Level	100%	100%	NA
% of Classes Taught by Teachers With a Major, Minor, or Equivalent in the Subject Being Taught	100%	100%	NA
% of Classes Taught by Teachers Who Participated in Content-Focused Professional Development	100%	100%	NA
% of Teachers with a Masters Degree or Greater or the Equivalent	71%	100%	71%
Average Years of Teaching Experience	12.8	13.5	11.9

Our Learning Environment

School Safety

Here's what we are doing to make our school safe for our students.

	Yes	No
Visitors are Required to Sign In	X	
All Parents received the District Discipline Code	X	
% of Classrooms with Telephone Access to Outside Lines	100%	

Procedures in Place in Our School for Drug and Weapons Detection

Our school works to maintain a drug-free and violence-free environment for all students and employees. Drug and alcohol abuse resources exist in our school and community. These resources stress prevention through education and focus on the dangers of drug/alcohol abuse and the availability of alcohol and drug counseling programs. The district Code of Acceptable Behavior and Discipline outlines the policies, procedures and penalties for violations involving drugs, weapons, and other violent behaviors. A district and school crisis plan provides guidance to school personnel. A district crisis team is available when necessary. Our school maintains a single-monitored entry, requiring that all visitors sign in and obtain a visitor pass to gain further access into the school. We have a camera surveillance system. We work in close collaboration with local law enforcement agencies when necessary and benefit from the services of a school resource officer.

Violation	Number of Reported Incidents	Number of Students Suspended or Expelled for This	Number of Students Transferred to Alternative Placement for This
Aggravated Assault (with intent to cause injury)	0	0	0
Drug Abuse Violations	1	1	0
Weapons Violations	0	0	0

Student Resources

	Spending per Student	Student/Teacher Ratio	Student/Computer Ratio	% of Classrooms with at Least One KETS Workstation with Internet Access
Our School	\$3799	19:1	6:1	100%
District	\$5823	18:1	4.4:1	100%
State	\$7033	16:1	5.8:1	100%

How We Use Technology to Teach

Technology is fully integrated into our teaching practices. Teachers use the tools of presentation such as Word, Excel, and PowerPoint to enhance each students knowledge of technology. Each classroom is fully integrated with computers and Internet capability to allow students the opportunity to learn current technology practices. Portfolio writing and content research activities give every student the opportunity to use the computer to produce and enhance their writing assignments. Our curriculum, including keyboarding, contains content-rich computer programs that enhance student learning in all content areas. Our teachers incorporate best practices complemented by the use of technology to enrich and enhance student learning in all content areas. Building-level Technology Resource Teachers support teachers through training and collaboration in designing instruction which maximizes learning through technology. Teachers reflect on their progress through building-level POGAs, a tool to record and share their growth and achievement in using technology as a means to enhance student learning.

Parental Involvement

	# of Students Whose Parent/Guardian Had at Least One Teacher Conference	# of Parents/Guardians Voting in School Council (SBDM) Elections	# of Parents/Guardians Serving on the School Council (SBDM) or Its Committees	# of Volunteer Hours
Our School	350	120	30	3500

Extracurricular Activities

Academics: Governors Cup, Math Counts. Leadership: Student Technology Leadership Program (STLP), Peer Tutoring, Student Council, Drama Productions, Duke TIP, Conflict Resolution. Middle School Athletics: Intramural Sports, Weight Lifting, Girls Volleyball, Football Cheerleading, Boys and Girls Basketball, Basketball Cheerleading. High School-Sponsored Sports (in which middle school students may participate)Golf, Football, Cross Country, Soccer, Wrestling, Swimming, Baseball, Softball, Track and Field.

Awards and Recognition

Woodland recognizes individual students through the following programs: Honor Roll--Students with a B average or higher (over 450 recognized annually) STAR Students -- Students achieving all As (over 75 recognized annually) BUG Awards -- (Bringing Up Grades) -- Students who have improved by one letter grade in 2 or more subjects from the previous report card MAGIC Students (Making a Great Individual Contribution) Recognizing good citizenship Athletic Awards Recognizing student/athlete participation in various sports Team Awards Recognizing student achievement per team

What We Are Doing To Improve

The Extended School Services (ESS) program offers a variety of opportunities for student improvement. Teachers annually evaluate the aligned curriculum through monthly content area meetings. The Comprehensive School Improvement Plan is reviewed, revised, and updated monthly focusing on current assessment data. Writing portfolio activities are a shared responsibility, with all teachers being trained as portfolio scorers. Professional development activities focus on integrating strategies for teaching all students in a variety of educational settings. Teachers and students use technology to facilitate teaching and learning. Learning Walks focus on teaching/learning strategies that reflect clear expectations and academic rigor. We also meet weekly as teams to review instruction and assessment issues with staff with a focus on improving writing scores. Our Writing Improvement Plan includes (1) portfolio mentoring, (2) staff development, (3) accountability and timelines for content pieces, and (4) using working portfolios produced in the 6th grade. The administrative team meets weekly with personnel regarding calendar, safety, curriculum, student, and overall school issues to ensure good communication. We send home weekly and quarterly newsletters highlighting our students, staff, and upcoming events. Check out our awesome website at <http://www.wdms.kenton.k12.ky.us>.

How to Get More Information

Call, e-mail, fax or write to our principal at the number and address on the top of this School Report Card. You may contact your School Council Members at the numbers below. Visit our main office and ask for the Expanded School Report Card that contains a variety of information including Kentucky Core Content Test data and CTBS/5 national norm referenced test data disaggregated by gender, ethnicity, disability and other criteria. This disaggregated data is available to you at no cost. The remainder of the Expanded School Report Card may be free or provided at cost of copying.

Member's Name	Phone	Member's Name	Phone
Gloria Adams	859 356 7300		
Mary Albert	859 356 7300		
Nancy Frakes	859 356 7300		
Dave Hampton	859 356 7300		
Michael Leising	859 356 7300		
John Witt	859 356 7300		

Our school does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

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